

School Curriculum, Assessment & Accountability Council (SCAAC)

January 13, 2015



Volume 4, No. 1—Minutes from the January 13, 2015 Meeting

Advisory Committee Members Present

Thomas Aberli
Holly Bloodworth
Helen Carroll
Roger Cleveland
Linda Duncan

Catherine Hacker
Liza Holland
Brenda McGown
Anthony Orr
William Owens

Amanda Reed
Terry Rhodes
Shannon Treece
Heather Wampler

Call to Order

Brenda McGown, Chairperson, called the meeting to order at 9:05 a.m. Brenda McGown welcomed the group and introduced the new council members. There was a quorum present.

Others in Attendance

Kentucky Board of Education: Nawanna Privett

Kentucky Department of Education: Robin Chandler, Ken Draut, Roger Ervin, Kevin Hill, Karen Kidwell, Teresa King, Rae McEntyre, Kathy Moore, Rhonda Sims, Leslie Slaughter, and Joy Barr

Others: Jamee Flaherty, Beechwood Independent Schools; Richard Innes, Bluegrass Institute for Public Policy Solutions; Brenda Landy, Office of Education Accountability; Hope McLaughlin, Kentucky School Board Association; Brent Schanding, *The State Journal*; Ginger Webb, Ft. Thomas Independent Schools; and, Debbie Wessland, Kentucky School Board Association

Approval of September 16, 2014 Minutes

After review, Holly Bloodworth made a motion to approve the minutes of the September 16, 2014 meeting. William Owens seconded the motion. Motion carried. The minutes are posted to the KDE website after final approval.

Human Resource Management: the Equitable Distribution of Highly Qualified and Highly Effective Teachers and Learners

Robin Chandler, Policy Adviser in the Office of Next-Generation Learners, presented the components of a statewide plan for improving the equitable distribution of teachers and leaders. Education Commissioner Terry Holliday requested that all advisory groups be made aware of this topic and to offer comments and recommendations. Equity gaps will be identified and the root cause of those gaps will be analyzed. The goal is to develop strategies to eliminate the identified equity gaps and report publicly the measured results. SCAAC members had a thorough discussion and offered several recommendations for Robin. SCAAC members thought the information helpful and thought provoking as the committee analyzes measures to achieve equitable access to all educators.

Gap Data

Ken Draut, Associate Commissioner in the Office of Assessment and Accountability, shared with the SCAAC members a handout from The Education Trust entitled *Accountability Systems and Expectations for Group Performance: What are the data telling us?* This handout had been part of a presentation to the Kentucky Board of Education members at its December 2014 meeting. Education Trust analyzed student performance data from three states, one being Kentucky. Key findings from the report were that schools are getting top ratings despite low performance for some groups. In fact, the differences were sometimes so large that top rated schools often performed similarly for their low-income students and students of color as middling to low-rated schools do for their white and higher income peers. Ken Draut also shared a similar document prepared for the Kentucky legislator's Interim Joint Education Committee. This information was shared with SCAAC for members' to give thought, as future discussions will need to take place to address student gaps and how to address the urgent needs of Kentucky's student population.

Roger Cleveland requested that the data be made available in districts and schools to create a sense of urgency.

Liza Holland made a motion that SCAAC recommend the disaggregated gap data (elementary, middle and high school proficient/distinguished groups and total) from the reading and mathematics sections of the K-PREP assessment be included in District and School Report Cards. Linda Duncan seconded the motion. Motion carried.

Break at 10:30 a.m.; resume at 10:45 a.m.

Unbridled Learning Regulation Review

Ken Draut and Rhonda Sims, Director, Support and Research in the Office of Assessment and Accountability, presented proposed Unbridled Learning: College- and

Career-Readiness for All accountability model changes. Three regulations have proposed changes that will be presented to the Kentucky Board of Education: 703 KAR 5:200, Next-Generation Learners; 703 KAR 5:225, School and District Accountability, Recognition, Support and Consequences; and 703 KAR 5:240, Accountability Administrative Procedures and Guidelines.

The changes to the proposed regulations are organized under the specific regulation impacted.

703 KAR 5:240--Accountability Administrative Procedures and Guidelines

A minor clarification to the regulation refers to: Alternative Track Back Section 2 (5) (Page 2, Lines 20-21—Page 3, Lines 1-2)—“The Kentucky Department of Education shall monitor alternative student placements. If evidence indicates a district is inappropriately placing students into alternative schools to avoid accountability, an allegation of inappropriate activity shall be filed for further investigation.”

703 KAR 5:200—Next-Generation Learners

Language was added to clarify the tested subjects used for the novice reduction calculation under the Gap category in the Unbridled Learning Accountability Model:

- a. Section 1 (5) (Page 2, Lines 3-5—“Gap” means the percentage of students in the non-duplicated student gap group scoring proficient or distinguished on state-required content area tests and the reduction of students in the novice performance level in individual student gap groups in the state-required reading and mathematics tests.
- b. Section 4 (2) (f) (Page 7, Page 8, Line 3)—Reduction of novice student calculation: Annual novice reduction targets shall be calculated. Points shall be awarded based on the percentage of the annual goal met in the following categories:
 1. African American;
 2. Hispanic;
 3. American Indian or Native American;
 4. Limited English proficiency;
 5. Students in poverty based on qualification for free or reduced price lunch; and
 6. Student with disabilities that have an Individualized Education Program.
 7. Non-duplicated gap group.

Language was added to the Growth category in the Unbridled Learning Accountability Model to (1) be fairer to award growth points when a student moves from any performance category to a higher performance category and to (2) make the weights for elementary achievement and growth equal.

- a. Section 1 (6) (Page 2, 6-9)—“Growth” means the percentage of students that show typical yearly growth in reading or mathematics using the student growth

percentile and individual movement in reading and mathematics from one performance level to a higher performance level.

- b. Section 4 (3) (Page 9, Line 5—Line 11)—Categorical growth model calculations:
 - 1. One point shall be awarded for each percent of students that shows movement from novice, apprentice, or proficient to a higher category in reading, and one point shall be awarded for each percent of students that shows movement from novice, apprentice or proficient to a higher category in mathematics.
- c. Section 4 (6) (Page 11, Line 16-Page 12, Line 1) (a) The total number of points earned in each category of achievement, gap, growth, individual student growth, readiness for college or career, and graduation rate shall be weighted equally at the elementary level at 33.3 for achievement, gap and growth.

Liza Holland made a motion that SCAAC recommend the Categorical growth model calculation be determined using the following formula: The sum of the number of students moving from novice to apprentice; the number of students moving from apprentice to proficient; the number of students moving from proficient to distinguished; the number of students remaining at proficient; and the number of students remaining at distinguished, divided by the total number of students.

$\begin{aligned} &(\# \text{ of students moving novice} \rightarrow \text{apprentice} + \text{the } \# \text{ of students moving apprentice} \rightarrow \\ &\text{proficient} + \text{the } \# \text{ of students moving proficient} \rightarrow \text{distinguished} + \text{the } \# \text{ of students} \\ &\text{remaining at proficient} \leftrightarrow \text{proficient} + \text{the } \# \text{ of students remaining at distinguished} \leftrightarrow \\ &\text{distinguished}) \end{aligned}$
<hr/>
$\text{Total } \# \text{ of students}$

Holly Bloodworth seconded the motion. Motion carried.

703 KAR 5:225—School and District Accountability, Recognition, Support and Consequences

Focus Schools Calculations

Section 1 (6) (Page 2, Line 20—Page 3, Line 4)—“Focus School” means a school that has a non-duplicated student gap group score in the bottom ten percent of non-duplicated student gap group scores for all elementary, middle, and high schools; schools with an individual student subgroup that falls in the bottom five percent for individual subjects; or high schools that have a graduation rate that has been less than eighty percent for two consecutive years. Focus calculations shall combine two years of data; focus calculations for new or reconfigured schools shall use one year of data.

Graduation Rate

Section 1 (7) (Page 3, Line 5-8)—“Graduation rate goal” means the annual graduation rate goal set by the department for each high school and district that measures progression toward the statewide goal of ninety-eight percent by 2024 and is computed by dividing by ten the difference between 2014 and the baseline percent of ninety-eight percent.

The group broke for lunch at 11:45 a.m. and resumed at 12:30 p.m.

KDE Update

Ken Draut updated the SCAAC members on other current items: program reviews, kindergarten screen, new 2014 baselines and 2015 AMO goals, science and social studies standards.

Adjourn

The meeting adjourned at 2:00 p.m.

Next Meeting: Tuesday, March 17, 2015